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ABSTRACT

Described in this manual is a five phase community-based planning process designed to assist local school districts in New Hampshire carry out an effective and efficient preschool screening program. The five phases which are simple, cost effective and can be implemented within a 6- to 9-month period are the planning phase, the training phase, the media campaign phase, the screening phase, and the evaluation/continuation phase. The first part of the manual includes five sections of detailed descriptions of the phases. These sections are prepared in a worksheet format with space in front of each activity to be checked when completed. Some helpful tips to remember throughout the implementation of the program are provided following the description of the phases. Over twenty sample forms, procedures and letters which are used throughout the program are included in the appendices. (Author/MP)

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IMPLEMENTING CHILD CHECKS: A Child Find Procedures Manual

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Ron Goudlipeed, Photographer

"How Do You Plan and Implement a Low-Cost Preschool Screening Program?"

Prepared by: Mary Jane Kalinowski, Coordinator
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Submitted to: Comprehensive Children and Youth Project
Suzanne S. Federer, Project Monitor

STATE OF NEW HAMPSHIRE
CONCORD 03301

HUGH J. GALLEN
GOVERNOR

I am pleased to share with you this publication prepared by the Exeter/Region 9 Preschool Child Find Project in cooperation with the State of New Hampshire Comprehensive Children and Youth Project.

Local school districts are responsible for locating and identifying children with special educational needs. The sooner a child receives needed help, the better, both for the child and for the taxpayer. This manual of procedures will assist local school districts in carrying out their "Child Find" responsibilities for preschool children in an effective and efficient manner making optimum use of volunteers in the community.

In these times of limited financial resources, we must seek creative solutions. The success of the Region 9 model is the direct result of much local effort and enthusiasm. It is my hope that this manual will assist all of us in improving educational experiences for our youngest citizens.

Sincerely,

Hugh J. Gallen

IMPLEMENTING CHILD CHECKS:

A Child Find Procedures Manual

Region 9 Child Find Project

Comprehensive Children and Youth Project

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IMPLEMENTING CHILD CHECKS:

A Child Find Procedures Manual

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January, 1982

With sincere appreciation I dedicate this Manual to Cynthia and Meg, without whom the conceptualization and successful implementation of the Model could not have occurred.

ACKNOWLEDGEMENTS

I wish to express my genuine thanks to all those people who participated in the Project and, therefore, made this Procedures Manual possible. The numbers are too great to attempt to identify each person who volunteered their valuable time, support and expertise. However, to those who served on the planning committees for School Administrative Units 14, 16, 17 and 21, thank you for your important direction and valuable manpower; to the Early Childhood Advisory Council members, thank you for identifying the need for Child Find and providing an important regional cohesiveness; to the Special Education Coordinators and Directors, thank you for opening the doors and providing leadership; to the Superintendents, School Boards and administrators, thank you for granting release time, providing free space and supporting the many activities; to the Region 18 Vocational Center Child Services students and instructors, thank you for tying up all those loose ends, helping with registration and providing Child Check space; to the volunteers who screened and assisted at the Child Checks, thank you for providing parents and children with such a positive learning experience; to Helen, thank you for your follow-through and for coordinating the many in-house, office activities; to Pam, thank you for typing the Manual; to Dr. and Mrs. DiSalvo and Mathew, thank you for sharing Mathew's picture for the cover; to Drs. Bruce Mallory, University of New Hampshire, and Patricia Hutinger, Western Illinois University, thank you for your time to review the Manual; and, to my husband, Michael, thank you for reviewing, advising and believing.

OVERVIEW

Importance of Early Identification

It is important to identify developmental disorders at the earliest possible time. Then, appropriate intervention can be prescribed and implemented, thus maximizing each child's potential for growth and development. Section 614(a) of Public Law 94-142 requires local education agencies (LEA's) receiving federal funds for special education to "identify, locate and evaluate" all handicapped children in need of special education and related services. LEA's should implement a cost effective child find plan within the guidelines of New Hampshire legislation by providing training to personnel responsible for screening young children, implementing annual child find screenings, and protecting the rights of all children screened. Most school districts do not have the staff or budget to fully implement this mandate. However, it is possible to address this mandate by utilizing community representatives and existing school personnel, which is the foundation of the Region 9 Model. Such an effort, once developed, may ensure that a preschool screening program continues on an annual basis with minimal supervision or cost to schools.

Criteria for Child Find

In order to consider a child find program, the minimal criteria include:

1. a planning structure to facilitate decisionmaking;
2. a core group of professionals committed to early identification of developmental disorders;
3. available, appropriate services for children identified as needing follow-up services; and,
4. school districts willing to provide leadership and support.

Purpose and Organization of the Procedures Manual

This Manual is the culmination of the Region 9 Child Find acitivities and reflects what has been learned during this program. The Project staff and volunteers have designed a community-based planning process which includes five major phases. This process can be used to organize and mobilize community resources to meet many program needs, including child find. The five phases which are simple, cost-effective and can be implemented within a six to nine month period are:

1. The Planning Phase;
2. The Training Phase;
3. The Media Campaign Phase;
4. The Screening Phase; and,
5. The Evaluation/Continuation Phase.

The first part of the Manual includes five sections of detailed descriptions of the phases. These sections are prepared in a worksheet format with space in front of each activity to be checked when completed. Sections can easily be separated from one another to be duplicated for committee and planning purposes and to add additional information such as specific appendices which pertain to that phase. The Appendix includes over twenty sample forms, procedures and letters which are clearly indicated throughout the descriptions. Some "Helpful Tips" follow the phases and are general guidelines which may be helpful to remember throughout the implementation of your child find program.

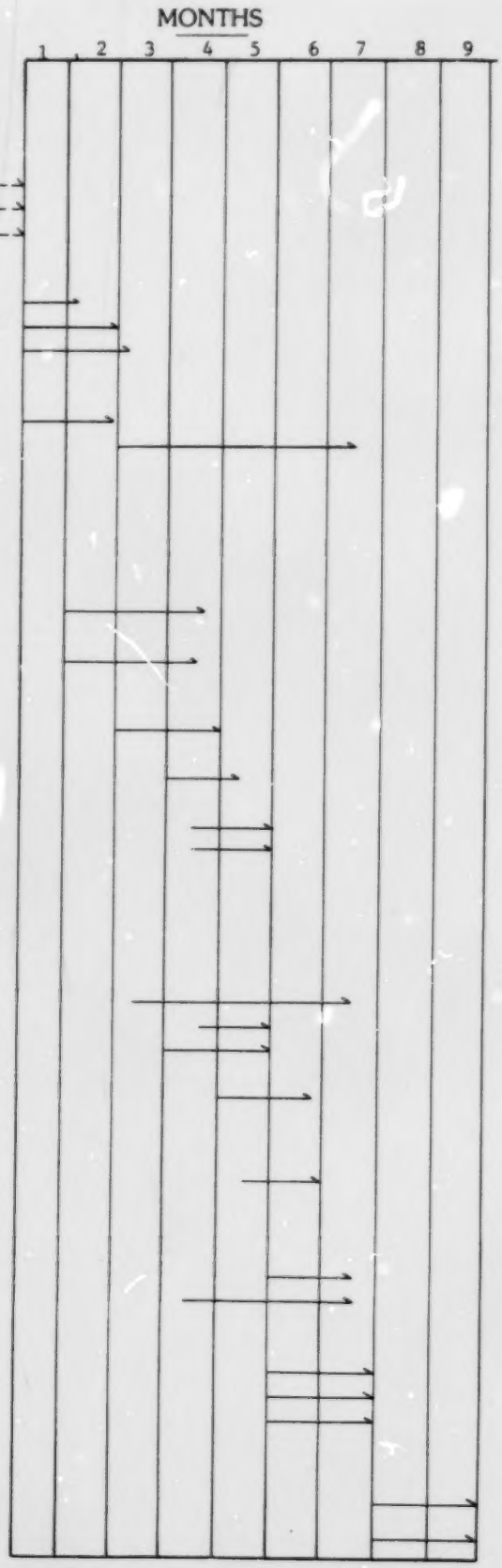
Description of the Region 9 Child Find Project

The Region 9 Child Find Project was a one-year, pilot project funded by the New Hampshire Comprehensive Children and Youth Project. The primary purpose of the project was to devleop a model preschool screening and referral process which could be replicated throughout New Hampshire. The project relied on a two-tiered organizational structure. Specifically, two types of planning groups were utilized which included a wide range of professionals from the public and private sectors: (1) one regional advisory council, and (2) four local planning committees, one for each school administrative unit (SAU) within Special Education Region 9. These committees made all fundamental decisions throughout each phase of this model. Decisions included determining screening dates, times, locations and staffing; training needs and resources; media compaign strategies; screening and referral procedures; and, procedures to continue the screenings after the Region 9 Child Find office officially closed. Paid staff included one full-time coordinator and one part-time secretary.

The Region 9 Child Find Project utilized the talents of over 120 professionals, including parents, working through this committee structure to make important decisions on when, where and how each school administrative unit's (SAU's) preschool screening would occur, and who would provide and receive the service. Two-hundred eighty-eight (288) children from 3 months through 5½ years of age were screened, 22 were referred for follow-up services and 125 were turned away due to an overwhelming response, but will be checked in the Spring.

Families from 17 southern New Hampshire towns brought their children to four area developmental screenings or "Child Checks" in response to newspaper articles, community posters, letters from schools and word-of-mouth. Children were administered hearing, vision and developmental screening tests, and results were shared with parents at the Child Checks. Parents of children needing follow-up services received counseling at the Child Checks and the responsibility for the decision on whether additional services were needed was turned over to the appropriate school, physician and/or community agency.

THE CHILD FIND TIMETABLE



ACTIVITIES

I. THE PLANNING PHASE

A. Proposal Procedures

1. Evaluate Community Interest and Support
2. Request Permission to Proceed
3. Identify and Secure Funding

B. Preliminary Planning Procedures

1. Identify Geographic Area
2. Identify Current Child Find Efforts
3. Contact Support Groups

C. Planning Committee Procedures

1. Develop the Planning Committee
2. Conduct Committee Meetings
3. Define Committee Responsibilities

II. THE TRAINING PHASE

A. Training Needs and Resources

1. Identify Training Needs and Select Consultants
2. Choose Screening Instruments and Materials

B. Training Program

1. Schedule the Training
2. Write the Training Announcement/ Invitation and Mail
3. Develop and Package Conference Materials
4. Manage the Training

III. THE MEDIA CAMPAIGN PHASE

A. Campaign Components

B. Written Materials

1. Write Releases
2. Design Posters
3. Write a Sample Letter
4. Write Publics Service Announcements (PSAs)

IV. THE SCREENING PHASE

A. Registration Procedures

B. Screening and Referral Procedures

1. Write Screening Procedures and Distribute
2. Determine Referral Processes

C. Rehearsal and Screening Days

1. Arrange the Site
2. Organize Volunteers
3. Implement Procedures

V. EVALUATION/CONTINUATION PHASE

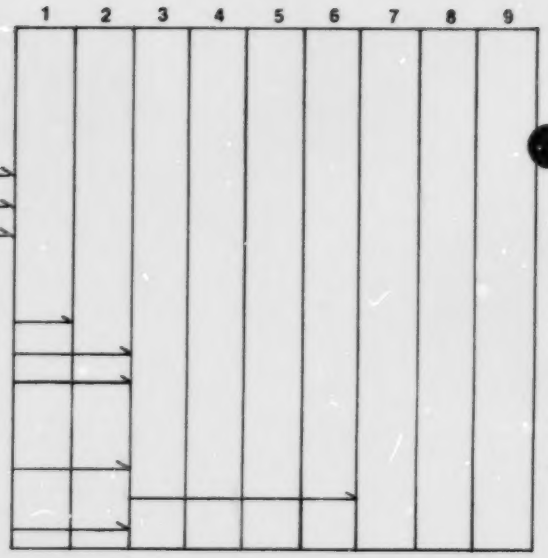
A. Evaluation Procedures

B. Continuation Procedures

THE PLANNING PHASE

ACTIVITIES

MONTHS



I. THE PLANNING PHASE

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I. THE PLANNING PHASE

A. Proposal Procedures

1. Evaluate Community Interest and Support:

___ Design a Child Find needs assessment questionnaire.
___ Mail the questionnaire to appropriate public school personnel (special education, kindergarten, elementary school principals), preschool providers, physicians, social service agencies and allied health professionals.
___ Conduct a phone follow-up to discuss interest in participating in a Child Find program with "key" service providers (schools, preschools, visiting nurse associations, physicians), and record areas in which their providers are willing to help, i.e., donating space, materials, manpower, and/or planning time .
___ Identify all organized councils and committees which could be used as the overall coordinating advisory body.
___ Attend meetings of these groups and determine interest to support a Child Find program.
___ Request letters of support from all key service providers, councils and committees to include in requests for funding.

2. Request Permission to Proceed:

___ Regardless of the source or amount of funding requested for a Child Find program, determine procedures for requesting permission to implement a program.
___ If a Child Find program is to be implemented by representatives from a school district, the school board(s) must grant permission to "go ahead".

3. Identify and Secure:

___ Meet with school administrators to determine each step for requesting funding and submit a proposal following those guidelines.
___ Determine each school districts funding cycle, deadlines for budgets and begin planning a minimum of 1 1/2 years in advance.
___ Every district is required to allocate a minimum of 10% of their annual entitlement (of P.L. 94-1402) to child identification. A variety of activities, including preschool developmental screening, are considered "child identification".
___ Continually review requests for proposals, publications announcing local monies and private foundations and submit grant proposals when possible.
___ Funds for the first year will vary depending on the amount of volunteer manpower, existing materials and available general operating funds. If agencies and schools volunteer manpower and share duplicating and mailing costs, most school districts should implement this child find model for $1500-$3000 the first year .

B. Preliminary Planning Procedures

1. Identify Geographic Area:

___ Draw a map of the geographic area to be serviced by the child find screening (Appendix A).
___ Determine the number of preschool-aged children living in each town and record on map. This information is available from the Department of Education and local school districts.
___ Identify school administrative unit boundaries to determine the number of planning committees and screenings and record on map.

2. Identify Current Child Find Efforts:

___ Develop a Child Find mailing list including all providers of services to young children, appropriate professionals and community associations. Type this list onto mailing labels and xerox master list onto other sets of labels. Continually add to this list each new person contacted.
___ Design a needs assessment questionnaire and mail to all programs providing services to young children (Appendix C). Include a stamped, self-addressed return envelope, and a deadline for return.
___ Tabulate questionnaire results and report at first planning committee meeting.

3. Contact Support Groups:

___ Prepare a clearly written, single-page description of the project (Appendix D).
___ Schedule meetings with representatives of professional and volunteer groups to discuss the purpose of the screenings and solicit their support and schedule presentations at meetings of these groups, if necessary.
___ Provide a list of specific ways in which community volunteers can help, i.e., refreshments, transportation, distributing posters, registration and use of bulk mailing permit.
___ Keep volunteers informed of the planning progress through periodic phone calls and forwarding committee minutes.

C. Planning Committee Procedures

1. Develop the planning committee:

___ Select potential committee members from the mailing list and school district and special education staff. Ensure that the planning committee is representative of a variety of interest groups (see "Tips").
___ Contact each candidate, explaining the purpose of the committee and the role they would play, and invite them to serve on the committee. Poll people for good meeting times.
___ Send confirming letters to each individual on the committee. Repeat in this letter the purpose of the committee. Include a schedule of meetings.
___ Locate a comfortable setting for meetings where tables can be arranged in round-table fashion.

2. Conduct Committee Meetings:

___ Mail an agenda to each planning committee member one week before each meeting.
___ Design a worksheet (Appendix E) for each meeting to be handed out at the meeting.
___ Provide each member at the first meeting with a complete list of committee names, positions and phone numbers.
___ Elect a chairman of the committee with strong organizational skills, a special education background, and a leadership position within the school district or community.
___ Report findings from the questionnaire. Provide the map of the area and the single page description of the screening program.
___ Decide on the date(s) of the screening.
___ Determine the number of meetings required to plan the screening; four planning meetings should be adequate plus one rehearsal and one post-screening evaluation meeting.

3. Define Committee Responsibilities

___ Identify tasks necessary to complete screenings and which tasks require money, money and manpower, or manpower.
___ Identify available materials and manpower resources.
___ Determine the amount of money available from participating school districts.
___ Determine the cost of screening tools, producing screening forms (permission to test, parent questionnaire, referral), and support staff, i.e., answering phones, typing and copying.
___ Submit a written budget to the appropriate administrator(s).
___ Negotiate sharing tasks among participating school and agency representatives, i.e., each school would share mailing committee meeting notices.
___ Make a list of all tasks, dates to be completed and responsible persons.
___ Use worksheets to assist committee members and community volunteers in meeting these tasks (Appendix E).
___ Identify which schools, agencies and medical personnel will receive referrals and identify a contact person for each program. List three people with phone numbers and give to screeners.
___ Determine which test scores warrant a referral for further testing.
___ Determine scores that indicate a follow-up screening rather than a referral for testing.
___ Design a referral form for release of information to be filled out in duplicate.
___ Include the name of the agency receiving the referral, name and phone number of the contact person; and names of other programs/ people who will receive notification of the referral and/or test results.
___ At each phase, determine which decisions require a committee vote, i.e., vote on screening dates, times, locations, registration procedures; media campaign components; screening and referral procedures and on procedures to continue screenings.

THE TRAINING PHASE

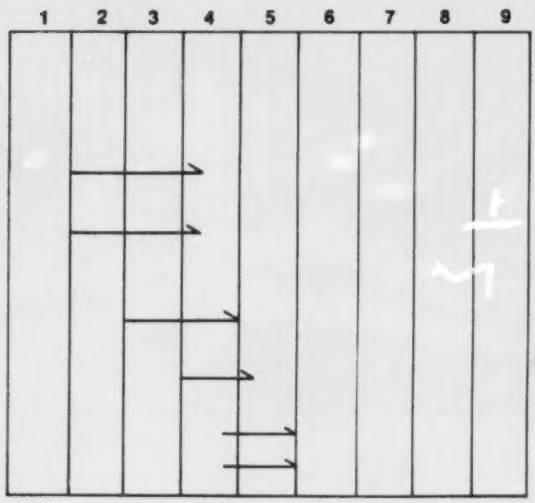
II. THE TRAINING PHASE

A. Training Needs and Resources

1. Identify Training Needs and Select Consultants
2. Choose Screening Instruments and Materials

B. Training Program

1. Schedule the Training
2. Write the Training Announcement/ Invitation and Mail
3. Develop and Package Conference Materials
4. Manage the Training



II. THE TRAINING PHASE

A. Training needs and resources

1. Choose screening instruments and materials:

___ Order instruments for review which are not available in the communities.
___ Determine criteria to be used to evaluate the instruments, i.e., an instrument which can be used by paraprofessionals and professionals; length of time needed to administer the test, preferrably 30-45 minutes; age range covered by the test, reliability and validity reports, and costs. (Appendix F).
___ Rate all instruments in terms of local needs.
___ Select the most appropriate instrument(s) and order, with protocols, two months before the screening(s).
___ Confirm which professional and paraprofessional volunteers will screen; record on a staffing matrix.
___ Identify additional materials necessary for implementing the training program, i.e., video cassettes, tapes, and developmental scales.
___ Identify which materials are needed and whether they are available within the communities and the state and whether there is a fee for using these materials (Appendix G, H).

2. Identify who will be trained and training needs and select consultants:

___ Decide whether training will be offered to people other than those volunteering to staff the screening.
___ Report findings from the needs assessment questionnaire to the planning committee.
___ Review the preliminary needs assessment questionnaire to determine whether a regional or local training program is better.
___ Identify free or low-cost influential locations which have adequate parking, workshop space and are accessible to the volunteer screeners; college campuses are ideal locations.
___ Prioritize needs and vote on desired workshop sessions.
___ List all known training personnel.
___ Contact workshop leader candidates to discuss training needs, their interests, fees and dates available.
___ Select workshop consultants and meet with them to outline information that should be covered in their sessions and decide who is responsible for preparing the written information.
___ Mail letters to workshop leaders confirming dates, times, location, workshop title and fee, if any.

B. Training Program

1. Schedule the training:

___ Review other conference, association and recreational schedules to choose a training date(s) which would not conflict with these meetings.

___ Combine the most flexible times to increase participation by combining day and evening sessions, weekday and weekend sessions and repeating sessions which are necessary for screeners to attend.
___ Provide the training free or at a minimal fee.

2. Write the training announcement/invitation and mail:

___ Request release time and staff development credits for teachers attending the training and note in the announcement/invitation.
___ Use a non-profit bulk mailing permit, if available, when mailing over 200 pieces.
___ Use photographs or graphics, when possible.
___ Double-check the correct spelling of consultant names and titles.
___ Talk with your printer concerning deadlines and costs and request a written estimate.
___ Provide a printer with "camera ready" copy, use one color of ink and paper which is in stock to decrease printing costs.
___ Ask a minimum of two different people to proof the announcement before printing.
___ Submit to the printer in time to allow at least 1 week to prepare for mailing.
___ Use the mailing list labels to put on conference announcements/ invitations and mail one month before training. (Note: August and December are the busiest bulk mail months.)
___ Develop an easy procedure for registering participants, i.e., phone calls or return registration forms.
___ Determine which workshop sessions the volunteer screeners must attend.
___ Limit the number of workshop participants giving priority to the volunteer screeners, or, limit the availability of workshops to screeners only.
___ Record names and workshop choices, if any, on a common roster.
___ Write and send news releases to local newspapers describing the the purpose of the training, registration information and deadline, and eligibility details to be published 2-3 weeks before the training (Appendix I).

3. Develop and package conference materials:

___ Design pre- and post-questionnaires to be completed by workshop participants (Appendix J) and left in designated boxes and baskets.
___ Request workshop hand-outs from consultants in time to make copies, if necessary.
___ Provide general training information, i.e., locations of workshop rooms, restaurants, last-minute changes, maps, nametags and receipts, if fee is charged.
___ Enclose all written materials in packets for each workshop participant.
___ Prepare additional packets for last minute registrations.
___ File packets in alphabetical order and put in boxes for easy transport.

4. Manage the training:

___ Set up registration in a large, easily accessible area.

___ Use chalkboards and easels to post messages, announcements, and changes.
___ Request registration volunteers to arrive 30 minutes before training begins.
___ Bring typical "office supplies" including stapler, paper clips, receipt book, tape, magic markers; extra training packets and nametages, the registration list; and money for making change, if fees are charged.
___ Request all consultants check in at registration upon arrival.
___ Prepare a "VIP" lounge, if appropriate, for workshop leaders which has space for workshop preparation and refreshments.
___ Enclose consultant fees in sealed envelopes and hand-deliver to each consultant at the training.
___ Ensure someone is available in the registration area throughout the training to answer questions and give directions.
___ Collect pre- and post-questionnaires at the end of each workshop session.

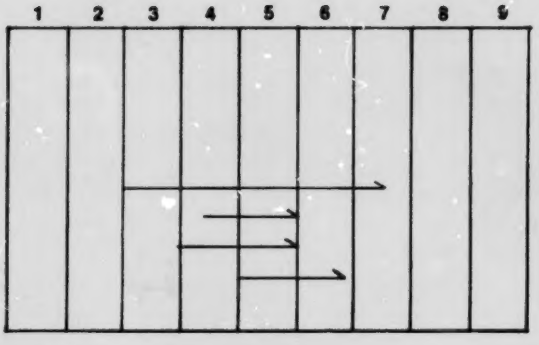
THE MEDIA CAMPAIGN PHASE

III. THE MEDIA CAMPAIGN PHASE

A. Campaign Components

B. Written Materials

1. Write Releases
2. Design Posters
3. Write a Sample Letter
4. Write Public Service Announcements (PSAs)



III. THE MEDIA CAMPAIGN PHASE

A. Campaign components

___ Create a "catchy", non-threatening phrase or description, i.e., use the words "Child Check" in place of the words "developmental screening" or "preschool testing".
___ List ways through which the Child Check information could be relayed to the communities. Effective methods of sharing information include: newspaper articles, posters, public service announcements, guest appearances, newsletter articles, church bulletin announcements, business signs, and letters.
___ Identify newspapers, radio and television stations, church bulletins and businesses that serve the Child Check community(s).
___ Make a list of newspaper and newsletter mailing addresses, news release deadlines, business and church addresses, contact persons, phone numbers and other pertinent information.

B. Written materials

1. Write releases:

___ If planning more than one Child Check, determine which newspapers serve which community(s).
___ Send news releases to the appropriate newspapers to be published 3 weeks before each screening.
___ Write 2-3 news releases, varying in length and amount of information (Appendix K).
___ Include the name and phone number of the Child Check contact person and date information should be released.
___ Provide newspaper reporters and photographers who cover the Child Check with the single-page description of the screening program.
___ Protect the rights of the children by requesting parents sign a permission to photograph form prior to the taking of children's pictures (Appendix L).

2. Design posters:

___ Request that planning committee members submit examples.
___ Decide what information should be included on posters.
___ Print posters and distribute to committee members and volunteers (Appendix M) to post at least 4 weeks before the Child Check(s) in stores, public buildings and physician's offices.
___ Identify places that are frequented by young children and parents--record locations of posters and add posters in areas not covered.

3. Write a sample letter:

___ Design a sample letter describing the Child Check(s) (Appendix N).
___ Request that school administrators, preschool directors and appropriate community agencies use the sample to develop a letter to be mailed to parents of children they serve.

___ Request letters be typed on each program's letterhead, signed by the administrator and sent to the parents at least 2 weeks prior to the screening(s).

4. Write public service announcements (PSAs):

___ Contact radio stations to determine guidelines and time frames for submitting PSAs, i.e., written and submitted 2 weeks in advance, only aired for non-profit organizations and agencies.
___ Write at least three PSAs varying in length of time from 10 seconds to 60 seconds (Appendix O).
___ Include logistical information, i.e., location, date, time, cost, eligibility, contact person and phone number.

THE SCREENING PHASE

IV. THE SCREENING PHASE

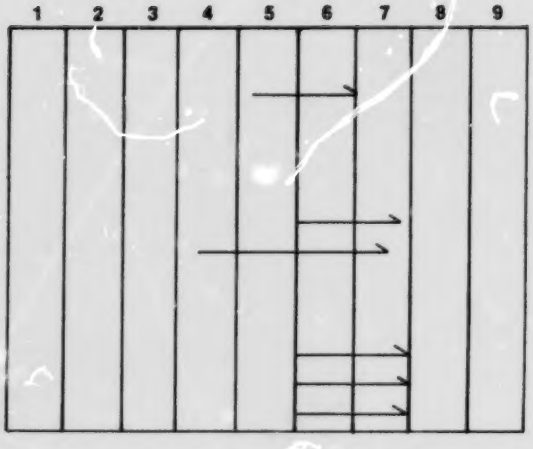
A. Registration Procedures

B. Screening and Referral Procedures

1. Write Screening Procedures and Distribute
2. Determine Referral Processes

C. Rehearsal and Screening Days

1. Arrange the Site
2. Organize Volunteers
3. Implement Procedures



IV. THE SCREENING PHASE

A. Registration Procedures

___ Decide whether to schedule screening appointments and/or allow walk-ins.
___ Decide the number of children, by age, that can be screened within a particular unit of time.
___ Schedule children from the same household at different screening hours if their ages prevent them from being administered the same test over the same period of time. For example, do not schedule an infant and a 5-year-old from the same household at the same time unless there is an adult that can accompany each child.
___ Identify a single office that will accept registration calls.
___ Design a form, marked off in time slots, on which to record the child's name, parent's name, birthdate of child and phone number.
___ Report registration procedures, i.e., phone number and deadlines through all media announcements.
___ Prepare each child's set of forms ahead of time.
___ Prepare additional sets for walk-ins, if allowed.
___ Write names, birthdates and phone numbers on forms and fill out nametags with chronological age.

B. Screening and referral procedures

1. Write screening procedures and distribute:

___ Write a description of the flow of children through each station, identifying the number of children to be screened each hour (Appendix P).
___ Review with each type of volunteer, i.e., registration, play, developmental screening, vision-hearing, parent counseling, their particular responsibilities.
___ Develop intake forms and collate into "packages" for each child, which include permission to test, parent questionnaire, protocols, and nametags. (Appendix Q).

2. Review the referral process:

___ Train volunteers who will process referrals concerning: scores indicative of a referral, agencies which should receive referrals, protecting the rights of parents and children, completing the release of information forms and keeping a record of all children's scores reviewed. Each volunteer should keep a running list including child's name, test results and any follow-up, i.e., referral mailed, mail copy of test results to parents and forward results to preschool program.
___ For children under 3 years of age, notification of a referral should be mailed to the school where the child will eventually attend.
___ For children 3 and over, a referral should be made directly to the appropriate school district.

___ Regardless of age, notification of each referral should be mailed to the child's physiciand and/or health care provider.
___ A roster of all children screened with results of screening should be kept in a central file; test results may be housed within each school district or in a single location.

C. Rehearsal and screening days

1. Arrange the site:

___ Submit a written request for permission to use a building 3 months in advance of the Child Check(s)--this request may need to be reviewed by a school board or governing board.
___ Visit the Child Check site as soon as it is confirmed.
___ Draw a floor plan of the screening site with assistance from the planning committee (See "Tips").
___ Identify every "station" which needs to be staffed, including play area(s), registration, refreshments, parent helpers, and record on plan.
___ Determine which stations require professional volunteers and which stations can be staffed by paraprofessionals, parents and students.
___ Choose volunteers from those who attended the training sessions and who have worked with parents to explain test results.
___ The number of volunteers for each Child Check will vary with the particular screening tool(s), length of screening session and age-range of children tested.
___ Design a staffing matrix with time and task slots for each Child Check day (Appendix S).
___ Write the name and phone number of volunteers in the appropriate spaces for each Child Check day.
___ Make sure volunteers who are screening attended the training sessions.
___ Post this matrix at the rehearsal and Child Check(s).
___ Schedule a one to two hour rehearsal one week prior to the Child Check(s).

2. Rehearse procedures:

___ Screeners should practice with their materials, identify additional materials needed for the day(s) of the Child Check(s) and be provided with written screening and referral procedures.
___ Screeners should be allowed to leave with their materials during the coming week in order to practice.
___ Provide opportunities to role-play explaining the reason(s) a referral is indicated to a parent.
___ Set up one day before the Child Check(s).
___ Request assistance from janitors to help move furniture.
___ Arrange for someone to open the building if you arrive before the building is normally opened.
___ Put screening materials in large boxes for easy transport; pack a box for each station, i.e., registration, play, infant-toddler testing, preschool testing, refreshments, etc.

___ Include large directional signs to be posted in parking lots and hallways.
___ Prepare refreshments to be ready when screeners arrive.
___ Request volunteer screeners to arrive 15-20 minutes before the first appointments and provide each volunteer with a name tag.
___ Review screening and referral procedures with the screeners.
___ Provide volunteers with referral forms, including: referring agency/school names, contact people and phone numbers, test scores below which a child is recommended for further testing, etc.
___ Pair two volunteers in each area so that they may support one another and share techniques on explaining results to parents.
___ Report last minute changes.
___ Request screeners to be at their stations by the first appointment time, regardless of whether a child has reached their station.
___ Prepare and bring a list of names and phone numbers of substitute screeners, a minimum of one person for each type of job.

3. Implement procedures:

___ Greet children and parents and direct to open stations as soon as possible.
___ Keep children with parents, AT ALL TIMES.
___ Request parents put nametags on children before filling out forms.
___ Check to see if permission to test form has been signed before beginning a test.
___ Parents should be placed to the side and behind a child during screening.
___ Schedule children for a follow-up screening who have difficulty completing the tests.
___ Predict the number of children, by age-range, that can be comfortably screened. This determination will depend on the number of screeners and the projected time the test should take for each child. Be careful not to over schedule. Consider the level of testing expertise the screeners have and their degree of familiarity with the instrument. If a Child Check is to last for two or more days, gradually increase the number of children to be screened. Based on the previous day, this increase can be managed by increasing the number of walk-in slots.
___ Provide a private area for screening results to be explained to the parent.
___ Develop a procedure which allows the volunteer to review test scores before meeting with the parent.
___ Explain <u>why</u> a referral is indicated and <u>what</u> the parent and child will experience at the referring school or agency.
___ Ask the parent to sign a release of information form and give the original to the parent.
___ Volunteers reviewing test results must provide parents with their legal rights under P.L. 94-142 in a written form and review it with them if necessary if a referral is made.
___ Request the parent to contact the referral agency or school the following week for an appointment.
___ Explain the follow-up procedures if the parent does not make the phone contact.

___ Record each child's name and results of the screening on a list.
___ Indicate whether the parent wishes to be mailed a copy of the test.
___ Mail copies of the test results and notification of referral to the appropriate people.
___ Call the contact person at the referring agency or school within 2-3 weeks to check whether an appointment has been made.
___ Provide necessary support to the referring program and/or parents to ensure appropriate follow-up has been completed.

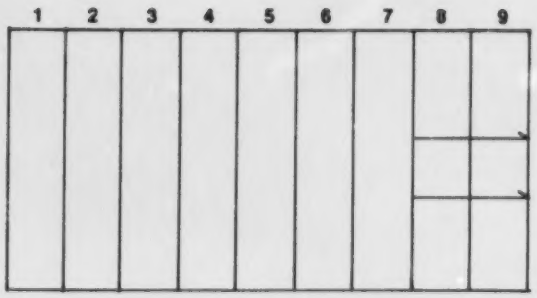
THE EVALUATION AND CONTINUATION PHASE

V. EVALUATION/CONTINUATION PHASE

A. Evaluation Procedures

1. Design Parent Questionnaire
2. Design Planning Committee Questionnaire

B. Continuation Procedures



V. THE EVALUATION/CONTINUATION PHASE

A. Evaluation Questionnaires

___ Draft a single page questionnaire with a rating scale as well as questions requiring short answers (Appendix T).
___ Include questions that assess parental satisfaction with an understanding of the Child Checks. Ask if parents understood the referral and follow-up procedures, and if they found the experience worthwhile.
___ Compose a brief cover letter requesting the questionnaire be returned by a specific date and enclose a stamped, self-addressed return envelope with it.
___ Tabulate results and report them to the planning committee.
___ Incorporate suggestions for next round of Child Checks.

2. Design planning Committee questionnaire:

___ Draft a set of questions for the committee to assess how well the model worked at each phase (Appendix T).
___ Request members complete and return the questionnaire at a committee meeting; mail questionnaires with stamped self-addressed return envelope to members who missed the meeting.
___ Tabulate results and incorporate suggestions.

B. Continuation Procedures

___ Ensure committee members have the results of both sets of questionnaires.
___ Determine if members will continue to serve; fill vacancies and slots of inactive members and elect a chairperson.
___ Implement the planning phase again, modifying procedures and worksheets where appropriate.

SOME HELPFUL TIPS

SOME HELPFUL TIPS

DEVELOPING A PRODUCTIVE COMMITTEE

Most people want to be involved and are willing to give their time and share their skills as long as time and skills aren't wasted.

TIP # 1 SIMPLY ASK

Choose committee members who have various interests and skills. Some members will be asked to serve because they are experts in preschool assessment; others will be asked to serve because they are natural-born "doers" and enjoy working hard on a new project--whether it is Child Find or designing a community playground. A Child Find program requires the talents of many people.

Select 12-15 committee members from the public and private sector choosing representatives from: parents of preschool-aged children; public school principals, teachers, specialists and nurses; school board members: directors of Head Start and private preschool programs; visiting nurse association representatives; pediatricians and university and high school students.

TIP # 2 SET THE STAGE

The meeting room should be large enough to comfortably seat 15 people.
Conduct all meetings around tables arranged in a round-table fashion. Never allow chairs to be placed so that some members are on the periphery of the "circle" or have their backs to one another. Provide refreshments if meetings are held early in the morning or late in the afternoon and try to conduct a meeting within one hour. After an hour, most people are too tired to be productive. Use chalkboards and easels when introducing new ideas and making lists. The more visual aids used, the quicker tasks are understood and completed.

TIP #3 MAKE THE MATCH

Before committee members can make a committement to assume responsibility for specific tasks, they must be provided with basic information which explains the overall purpose of the committee and goals to be achieved. Then, committee members can choose tasks which match their abilities.

Develop an orientation package for each committee member and present at the first meeting. This packet should include: (1) map of the area to be served with the number of preschool-aged children recorded (Appendix A); (2) diagram showing the relationship of the committee to other committees, advisory council and/or school district programs (Appendix B); (3) brief description of the purpose of the committee, major goals and a timetable; (4) list of all committee member's names, addresses, positions and phone numbers.

Design a worksheet for each committee meeting to assist members in assigning and completing tasks. Pass out worksheets to each member (Appendix E). Worksheets will provide direction for deciding the: (1) dates, times, locations and staffing of Child Check(s); (2) media, civic and volunteer contacts; (3) meeting schedule; (4) screening components; (5) media components; and (6) training program.

TIP # 4 GIVE CREDIT WHERE CREDIT IS DUE

Continually acknowledge the efforts of each volunteer. Everyone enjoys being told their time and efforts are truly appreciated. Thank people in public, with personal notes and letters copies to their supervisors.

CREATING A MEDIA CAMPAIGN

"We Gave a Screening and
Everybody Came!!!"

TIP # 1 IT'S FREE, IT'S FUN!

Develop a basic theme that can be used in a variety of ways. Parents are expected to voluntarily bring their children. Describe the Child Check(s) accurately but in non-threatening, non-technical terms. Use positive words and relate the screening experience to an experience which is familiar and comfortable, i.e. a medical check-up and registering for first grade.

TIP # 2 REPEAT 'TIL YOU'RE BLUE IN THE FACE!

Use every opportunity to repeat the purpose and logistical information concerning the Child Check(s). Write a detailed news release describing the screening(s) which can be used in letters to parents and shortened into PSAs, poster captions and short reminders (Appendices K, M, N, O). Double- check all guidelines and deadlines on information prepared for newspapers and radio. Implement the media campaign 3-4 weeks before the Child Check(s), beginning with a general article, followed by community posters, then letters to parents and PSAs, and finally, a short newspaper article the week of the Child Check(s).

Mark all deadlines on a media campaign calendar.

DEVELOPING A TRAINING PROGRAM

TIP # 1 GET THE WORD OUT

Send two mailings describing the training program. If the program is scheduled during the summer or at the beginning of the academic year, mail the first flyer just before school ends for summer vacation. Alert potential participants by mailing a brief description 2-3 months prior to the training. Mail the second flyer with registration and more detailed information one month before the training. Use existing newsletters of professional associations to announce the training. Prepare news releases describing the relationship between the training and the Child Checks and submit to newspapers to be published 3 weeks before the training (Appendix K).

TIP # 2 ADD SOME SPARKLE

Choose a training site that is exciting, colorful and is "in the business" of scheduling meetings. University and college campuses are ideal locations. Find a sponsor to help defray any costs: select meeting rooms with good light, ventilation and flexible seating arrangements. Set up refreshments, add a few flowers, table cloths and directional signs with neat lettering. Select a color theme and use throughout, from printing the training flyer through the color bands on nametags. Provide participants with well-designed packets including all training materials. Make it <u>easy</u> to be there. Ask influential leaders to attend and provide opening remarks. Most community/state leaders have very busy schedules, so ask early! Invite consultants to present the training who have a reputation for providing quality instruction. If funds are limited, provide a few high-quality workshops rather than many mediocre ones.

Designing a Child Check Environment

TIP # 1 Be Prepared

Identify each station or area and assign a box to each one, one week before the screening(s): As materials are completed, put in the appropriate box and add to materials list stapled to the front of each box.

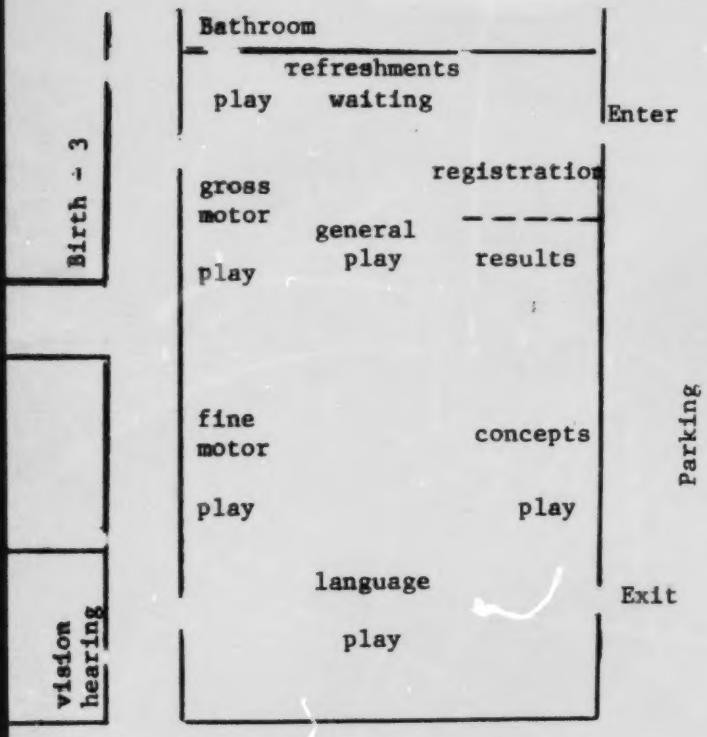
Make a file folder for each volunteer position and use to hold instructions, nametags and forms.

Check with all personnel who are responsible for the facility that will be used for the Child Check(s) to arrange for furniture to be moved and to ask directions for turning on/off lights, heating system and alarm systems.

Draw a floor plan of the rooms to be used including all stations/ areas and indicate the general flow of children. Select an open space with few visual barriers. This will assist the person(s) responsible for coordinating the Child Check(s) to identify problem areas quickly. Select a space on a single ground floor for easy access by young children and to allow for an easy set up. Select a space close to adequate parking and accessible to bathrooms.

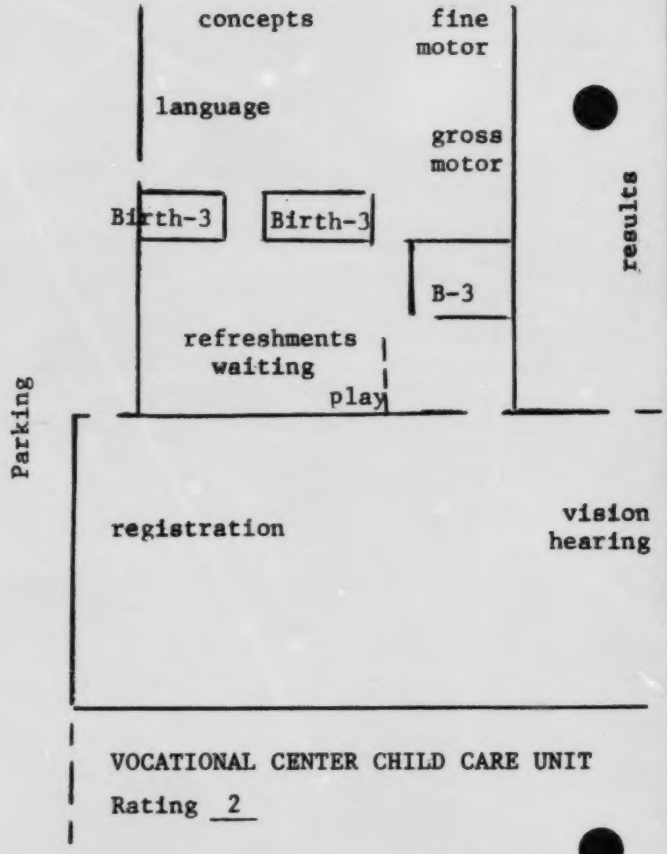
Set up play areas at each testing station and the general waiting area for children who have to wait. Tumbling mats are ideal for working with infants and toddlers and to mark these small play areas.

The following floor plans are representative of Region 9 Child Check locations and are rated 1 through 4, 1 being the most functional:



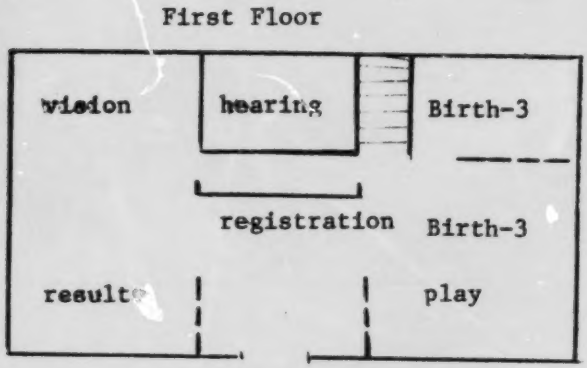
ELEMENTARY SCHOOL GYMNASIUM

Rating 1



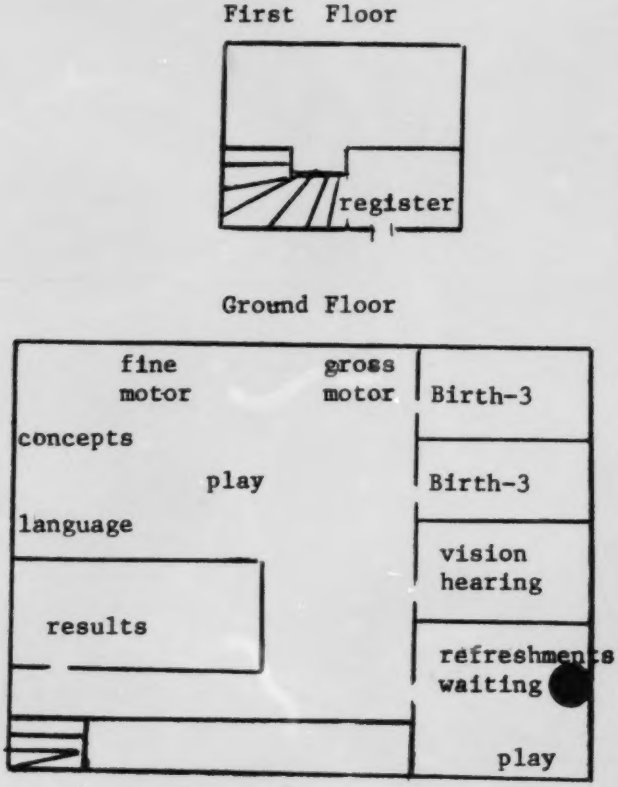
VOCATIONAL CENTER CHILD CARE UNIT

Rating 2



PUBLIC LIBRARY

Rating 3



SUNDAY SCHOOL

Rating 4

TIP # 2 Comfort is Critical

Set up the Child Check space with enough room to handle the allotted number of children and parents scheduled for each hour. If screening infants/toddlers and preschoolers, arrange a separate testing area for the birth to 3 year olds. Provide a quiet space for the vision and hearing checks. At all stations, provide chairs for parents and a small play area with play dough and/or crayons and paper for children. Arrange the station where parents receive screening results close to the exit area and provide as much privacy as possible.

Request the school PTO or community volunteers to bring refreshments and set up in the general waiting area. Access to a kitchen is helpful--be prepared for some spills.

APPENDICES

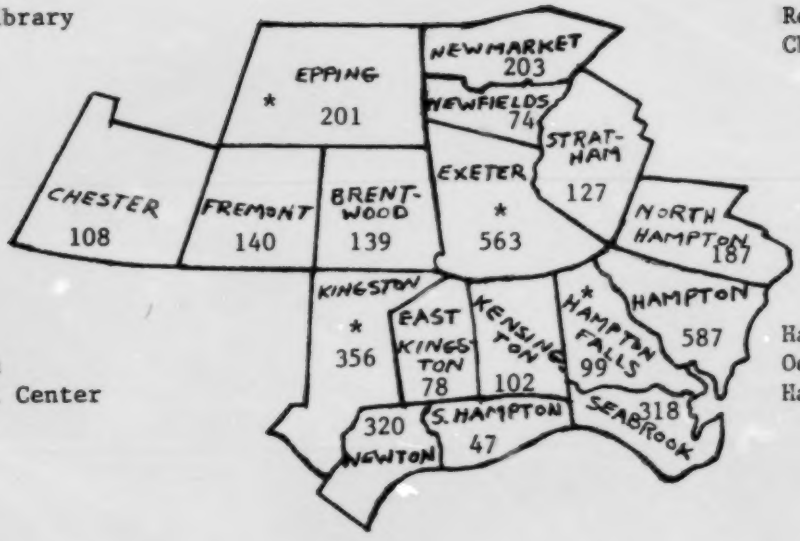
REGION 9 CHILD FIND
SAU #16
R-40 Main Street
Exeter, N.H. 03833

REGION 9

Preschool Child Find

Epping Area
Nov. 13-14; 9-Noon
Epping Public Library

Exeter Area
Oct. 16-17; 8:30-Noon
Region 18 Voc. Ctr.
Child Services Program

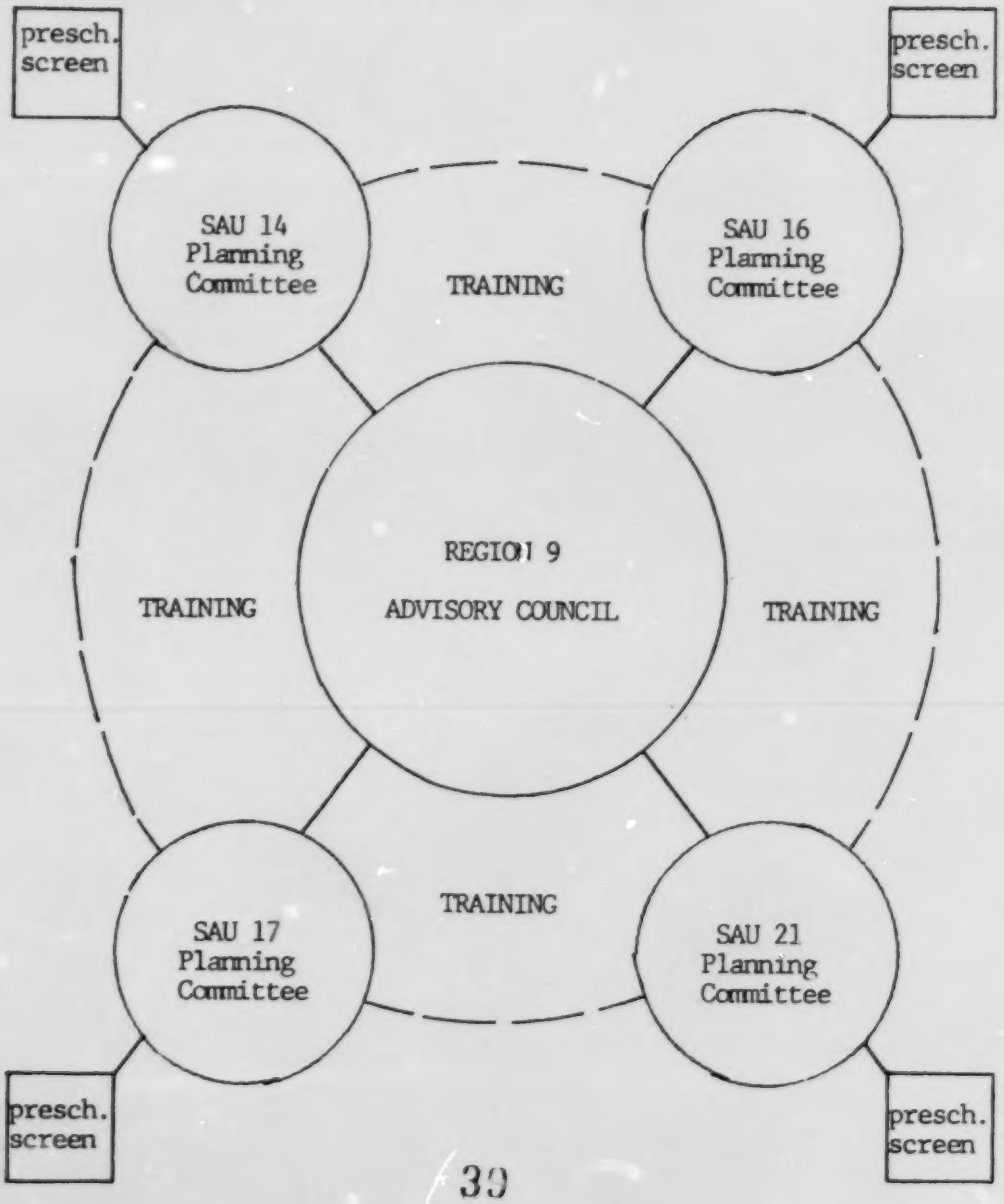


Kingston Area
Nov. 6-7; 8-Noon
Kingston Medical Center

Hampton Area
Oct. 2-3; 8-11 & 8-Noon
Hampton Falls Elem. Sch.

Note: Statistics include children from birth through 5 years of age as reported by the N.H. Department of Education and local school districts for '79-'80 and '80-'81(N. Hampton, Hampton, Hampton, Seabrook and Newmarket are '80-'81 statistics).

Diagram of Region 9 Child Find Network



PRESCHOOL SCREENING NEEDS ASSESSMENT QUESTIONNAIRE

AGENCY OR SCHOOL _____ CONTACT PERSON _____
ADDRESS _____ TELEPHONE _____ DATE _____

This request for information will greatly assist the in determining the need for additional screening programs for children birth to 5 years and to implement a training program for you and your staff which accurately meets your needs. Please return to: Region 9 Child Find, c/o Special Education, R40 Main Street, (603) 642-4049

1. Briefly describe your agency:
   a. purpose _____
   b. hours _____ c. age range of clients _____
   d. eligibility criteria _____
   e. geographic area _____
   f. Do you provide transportation? _____
   g. number of children currently served in your program(s) _____
   h. maximum number of children you can serve _____

2. Do you conduct a screening program for identifying children with possible special education needs? YES _____ NO _____

3. If YES, please answer the following. If NO, please go to question #4.
   a. frequency and schedule of screening _____
   b. personnel providing screening _____
   c. instrument(s) used _____
   d. If available, who provides the training? _____ When? _____
   e. total number screening by age and school district, if possible:

0-1 years	_____	School District	_____
1-2 years	_____	School District	_____
2-3 years	_____	School District	_____
3-4 years	_____	School District	_____
4-5 years	_____	School District	_____
5-6 years	_____	School District	_____

   f. How is the resulting information used? (parent conferences, placements, statistical reports, etc.) _____
   g. Identify which agency(s) you refer to most frequently. _____
   _____
   h. number referred for further screening and diagnostics _____
   i. How do you facilitate follow-up? _____
   j. Will you provide Region 9 Preschool Child Find with samples of your screening and referral forms? YES _____ NO _____ If YES, please attach to this questionnaire.
   k. Please indicate the number of children served by your program by type of suspected disability(s). In cases wehre one child has more than one probable disability, please count once on the line corresponding to the primary disability.

SPEECH, HEARING AND VISION
_____Speech and Language
_____Hard of Hearing
_____Deafness
_____Deafness and Blindness
_____Visual Impairment

RETARDATION
_____Severe
_____Moderate
_____Mild

LEARNING DISABILITIES
_____Severe
_____Moderate
_____Mild

EMOTIONAL
_____Severe
_____Moderate
_____Mild

_____MOBILITY HANDICAPS
_____SEVERE MULTIPLE HANDICAPS
_____DEVELOPMENTAL DELAY
_____"AT RISK"
_____OTHER

CHILD FIND QUESTIONNAIRE
PAGE 2

4. Please describe any concerns you have about your present screening process. _____
_____

5. If NO, please answer the following:
   a. Do you feel you have a need for a screening program? YES _____ NO _____
   b. Do you have any plans to implement one? _____ date _____
   c. What type of assistance would you anticipate needing? (training, public awareness, etc.) _____
   _____

6. The will be conducting training sessions during 1981. Would you be interested in attending? YES _____ NO _____ If YES, for what type of information? _____
   a. number of personnel interested in attending _____
   b. Prioritize two times that are most conveneint for you and your staff to attend:
      Day of Week 1. _____ Time 1. _____
      2. _____ 2. _____
   c. Which time of the year is best? Month? _____ Summer? _____

7. Following these training sessions, Region 9 Child Find will be conducting a preschool screening program. Would you be willing to participate in both the planning and implementation of the screening program? Planning _____ Implementation _____
   What Resources _____ Space _____ Personnel _____
   Other _____

8. The purpose of the Project is to develop and implement a model screening program and referral network for preschool children. We hope that this Project will prove useful to you and invite your suggestions and participation. If this Project proves useful to you, would you be interested in continuing the screening program on an annual basis? YES _____ NO _____ Which areas are you most interested in working?
   a. actual screening _____
   b. planning committee _____
   c. public awareness _____
   d. other _____

The results of this Project will be compiled and disseminated throughout New Hampshire. We appreciate your time and look forward to serving you. Please forward this questionnaire as soon as possible so that we may begin to plan and schedule training sessions.

PROGRAM ABSTRACT

Both state and federal laws mandate a child identification process and service delivery system to children with educational handicaps and their families. This is particularly crucial during the preschool years in order to maximize the child's potential for normal development. Based on data obtained from various New Hampshire state offices, major efforts need to be initiated in order to develop and implement a child identification and intervention process. The goal of this project is to develop a model screening and referral process within Special Education Region 9 which could be replicated throughout the state. Because of the numerous well-designed and thoroughly researched instruments presently available, specialists in the special education field support the concept of better utilizing existing materials rather than developing and using non-validated tools. Therefore, the goal of the project will be to focus on a screening process rather than a screening tool.

To meet this goal, allied health and educational professionals in the Greater Exeter area will be organized to form a network. This collaborative network will form the basis for the establishment of a child identification and referral system. The components of the project include:

1. the collection of data to determine needs and review materials;
2. the development of a training package and procedure for its implementation;
3. the implementation of the training package with community personnel;
4. the development and implementation of total screening coverage and follow-up;
5. the formulation of a package describing this model's procedures; and
6. the organization of a dissemination plan.

Participants will be evaluating the program on an ongoing basis so that necessary revisions can be made prior to dissemination. As a result of the program, participants should be more competent at identifying educational handicaps in young children, and will be better able to refer suspected children to the appropriate area agencies. Because already existing services for preschool children having special needs are available in the region, the number of children receiving services in these agencies will be increased. The impact of this funding on Region 9 is significant as it has allowed the program to be initiated, while program maintenance can be absorbed within existing agencies in subsequent year.

It is felt that this is the first regional program of its kind in the state of New Hampshire, and that Region 9 has the resources to develop a quality and successful model program.

CHILD FIND
c/o Special Education
740 Main Street
Exeter, New Hampshire
03833

SCREENING PLANNING COMMITTEE #1

1. Welcome and introductions
2. Child Find Project review and progress report
3. Function/purpose of Planning Committee
4. Planning your screening:
   a. Date _____ _____
   b. Time(s) _____ _____
   c. Location _____ _____
   d. Team Members _____ _____
   _____ _____
   _____ _____
   e. Screening Tool (0-3) _____ _____
   (3-5) _____ _____
5. Identify: Who Will Contact?
   Media Contacts _____ _____
   Civic Groups _____ _____
   _____ _____
   Volunteer Groups _____ _____
6. Planning Committee Meeting Schedule
   #2 _____
   #3 _____
   #4 _____

WORKSHEET

SCREENING PLANNING COMMITTEE #2

A. Welcome and review of screening program components/map of screening/dates/ locations

B. Review key decision made to date
   a. population to be tested:
   b. date:
   c. time:
   d. location:
   e. staff:

   f. tools:

C. Review DIAL filmstrip (15 minutes)

D. To be completed today:
   1. Will vision-hearing screening be offered? _____
   2. What written information should be provided to parents at the screening? _____
   3. What needs do we have that volunteer organizations can handle? _____
   4. When should newspaper articles and radio spots begin and end? _____
   5. When should posters be put in stores, agencies, etc? _____
      -What should these posters say? (each member will design a sample)
   6. When should letters go home to parents of young school-aged children and preschoolers? _____
      -What should the letter say? (group activity)
      -Who should sign the letters? _____
      -Who will contact private agencies for assistance? _____
      -Who will contact Elementary School principals for assistance? _____
   7. What is the referral cycle for children needing follow-up? (group activity)
      -Where should screening results go? _____
   8. Who will fill the following needs at the screenings?
      -infant screeners (2) _____
      -preschool screeners (6-8) _____
      _____
      -play supervisors (3) _____
      -greeters (?) _____
      -refreshments(2) _____
      -Coordinators (2) _____

   Activities: design a sample poster
   Divide into two groups to: Develop parent letter
   Draw diagram of referral cycle
   Return to committee to share drafts and make final decisions

E. Training Dates:

WORKSHEET

SCREENING PLANNING COMMITTEE #3

A. Welcome and review of Conference
Concerns? _____
Questions? _____
Needs? _____

B. Review key decisions made to date
1. Vision screening will be conducted.
Supervised by _____
Hearing? _____

2. Parents will receive Developmental Diary, list of area programs, Rights under P.L. 94-142, Information on referral agency, if needed.

3. Volunteer help is needed for refreshments, supervising play area, _____, _____, and _____ were suggested.
Confirmations? _____
_____

4. Radio and newspaper releases will begin 2 weeks before the screenings.

5. 100 posters will be handed today to:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. Letters will go home 2 weeks before screening signed by elementary school principals.

7. Other PR? Church bulletins? _____
Newsletters? _____

8. Region 9 referral system is available.

9. Infant screeners (2)

Friday	Saturday
1. _____	1. _____
2. _____	2. _____

10. Dial Screeners (8)

	Friday	Saturday
	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____
(Alt.)	5. _____	5. _____
(Play)	6. _____	6. _____
(Coord.)	7. _____	7. _____
(Coord.)	8. _____	8. _____

11. Vision - Hearing? _____

_____

_____

12. Refreshments? _____

_____

_____

13. Scorers for the B-3 or DIAL? _____ YES _____ NO

_____

C. Screening Rehearsals? _____ YES NO _____
Date(s) _____

_____

Who? _____

_____

Location? _____

D. Manuals? _____ YES NO _____

DIAL _____

_____

Birth-3 _____

_____

E. Projects for today:
1. Design Parent Questionnaire
2. List of specific information to be shared with parents.

Next Planning Committee:

Location _____
Date _____
Time _____

Instrument Description Name (age range) Components, critique	
	Administration
	Inexpensive
	Specialist
	Teacher
	Paraprofessional
	Group
	Individual
	Time
	Minutes
	Easy Scoring
	Type
	Criterion-reference
	Normative
	Screening
	Diagnostic
	Readiness
	Statistics
	Reliability
	Validity
	Norms
	Parent
	Questionnaire
	Other
	Language
	French
	Spanish
	Other
	Needs Assessed
	Language
	Articulation
	Concepts
	Social
	Behavior
	Auditory
	Visual
	Perceptual Motor
	Self-Help
	Self-Concept

REGION 9 CHILD FIND
LENDING LIBRARY

G

BOOKS:

1. Child Check Diary RIP Expansion Project 1981
2. Child Check Manual Devaney, Barbara and Kurtz, P. David
3. Child Health Program Manual N.H. Bureau of Maternal and Child Health
4. Child Identification: A Handbook for Implementation NADSE 1976
5. The Developmental Resource Behavioral Sequences for Assessment and Program Planning, Volumes 1 and 2, Cohen, Marilyn A. and Gross, Pamela J.
6. Early Childhood Karnes and Lee
7. Early Childhood Education for Exceptional Children A Handbook of Ideas and Exemplary Practices. The Council for Exceptional Children 1977
8. Educating Young Handicapped Children A Developmental Approach. Garwood, S. Gray
9. Exceptional Infant Assessment and Intervention, Vol. 3. Friedlander, B.Z., Sterritt, Graham M., Kirk, Girvin E. Eds.
10. A First Look How to Plan and Implement a Preschool Screening program. Project Maine Stream Outreach Program
11. A Guide to Early Childhood Developmental Screening Meisels, Samuel J.
12. A Handbook on Child Advocacy Skinner, Brian and McClean, Phyllis
13. hceep Rural Network series
    "Making It Work in Rural Communities"
    "Interagency Coordination: A Necessity in Rural Programs"
    "Let's Go Rural: Influencing Decision Makers"
    "Securing Funding In Rural Programs for Young Handicapped Children"
    "Reaching Rural Handicapped Children: The Transportation Situation in Rural Service Delivery"
    "Effective Strategies in the Collection and Analysis of Cost Data in Rural Programs"
    "What's Rural? An Overview of Successful Strategies Used By Rural Programs For Young Handicapped Children"
14. Identifying Handicapped Children Cross and Goin, Eds.
15. Medical Problems in the Classroom The Teacher's Role in Diagnosis and Management. Haslam, Robert H.A. and Valletutti, Peter J. Eds.
16. Pediatric Education and the Needs of Exceptional Children Guralnick, Michael J. and Richardson, H. Burtt, Jr.
17. Pre-School Vision-Hearing Screening Program Manual N.H. Div. Public Health, Bureau of Maternal and Child Health 1980
18. Special Education and Development Perspectives on Young Children with Special Needs. Meisels, Samuel J. Ed.
19. Teaching Young Children with Special Needs Safford, Philip L.
20. When You Care for Handicapped Children Guide for Working with Young Handicapped Children. Evans, Joyce

REGION 9 CHILD FIND
LENDING LIBRARY

REPORTS:

1. Advocacy for Children - U.S. Dept. HEW

2. The Assessment of Psychopathology and Behavior Problems in Children: A Review of Scales Suitable for Epidemiological and Clinical Research (1967-1979) Orvaschel, Helen et al - U.S. Dept. of Health & Human Services - Series AN No. 1

3. Background Papers of the Boston Conference - Oct. 19-21, 1972 Screening and Assessment of Young Children at Developmental Risk - DHEW Publ. No.(OS) 73-91

4. Children of Working Mothers - March, 1977, U.S. Dept. Labor - Force Report 217

5. Directory of Facilities and Services for Learning Disabled - Academic Therapy Publications, Inc., 9th Ed., 1981-82

6. Educational Horizons -- Pi Lamda Theta

7. Handicapped Infant: Impact on Family Jeopardized Attachment of Handicapped Infant. Maine Conference Handouts; Fall 1981

8. Marital and Family Characteristics of Workers, 1970 to 1978 - U.S. Dept. Labor Force Report 219

9. Mainstreaming Preschoolers:
   - Children with Emotional Disturbance No.(OHDS)80-31115
   - Children with Hearing Impairment No.(OHDS)78-31116
   - Children with Learning Disabilities No.(OHDS)80-31117
   - Children with Speech and Language Impairments No.(OHDS)80-31113
   - Children with Health Impairments No.(OHDS)79-31111
   - Children with Visual Handicaps No.(OHDS)80-31112
   - Children with Mental Retardation No.(OHDS)79-31110
   - Children with Orthopedic Handicaps No.(OHDS)79-31114

   U.S.Dept. of Health and Human Services

10. A Piece of Childhood N.H. Comp. C&Y Project, Sept. 1981

11. Report to the Congress of the U.S. Unanswered Questions on Educating Handicapped Children in Local Public Schools - HRD-81-43, Feb. 5, 1981

12. Standards for Group Care - N.H. Div. Health and Welfare

13. Women Who Head Families: A Socioeconomic Analysis - U.S. Dept. Labor, Force Report 213

14. Working Mothers in the 1970's: a look at the Statistics - Waldman, E. et al, Bureau Labor Statistics

15. Young Workers and Families: A Special Section - U.S. Dept. Labor, BLS Force Report 233

REGION 9 CHILD FIND
LENDING LIBRARY

SCREENING TOOLS:

1. A Guide to Early Childhood Developmental Screening (Meisels, S.J.)
2. Addison-Wesley Testing Specimen sets
3. Auditory Discrimination Test (Wepman)
4. Birth to Three Developmental Scale (Bangs and Dodson)
   3 Training Tapes plus transparencies
5. BRIGANCE-Diagnostic Inventory of Early Development
6. CHILD (Medvedeff and Dearth)
7. CIP-Comprehensive Identification Process (Zehrbach)
8. CIRCUS-The Preschool Inventory (Caldwell and Freund) Univ. of Arkansas 1980
9. DASI-Developmental Activities Screening Inventory
10. Denver Developmental Screening Test--University of Colorado
    Topics in Family Practice Cozzetto and Brettell, MD's 1976
    Development of Preschool Aged Children.... Frankenburg, Dick and Carland 1973
11. DIAL-Developmental Indicators for the Assessment of Learning
12. Developmental Profile (Alpern and Boll)
13. Developmental Programming for Infants and Young Children 3 Vols.(Rogers, Brown et al)
14. EPSI-Eliot-Pearson Screening Inventory (Meisels and Wiske)
15. Fluharty Preschool Speech & Language Screening Test
16. Kindergarten Auditory Screening Test - Response Book Katz
17. LAP-Learning Accomplishment Profile-Smithfield Revision US Office Educ. Handicapped
18. McCarthy Screening Test
19. MCDI-Minnesota Child Development Inventory (Ireton and Thwing)
20. MSSST-Meeting Street School Screening Test (Hainsworth and Siqueland)
21. Neonatal Behavioral Assessment Scale (Brazelton)
22. NSST-Northwestern Syntax Screening Test (Lee)
23. Portage Guide to Early Education -- developmental checklists
24. Preschool Program S.A.D. #35, Cerabona, Jan 2 Manuals
25. Preschool Skills Bank -- Urban League Child Care Center
26. Preschool Screening System (Hainsworth)

SCREENING TOOLS: (Cont.) G-3

27. QNST-Quick Neurological Screening Test (Mutti et al)

28. refer-Rapid Exam for Early Referral (Kunzelmann and Koenig)

29. RIDES-Rockford Infant Developmental Evaluation Scales -- Rockfor, Ill. + checklist

30. Test of Early Learning Skills (Somwaru)

31. Walker Problem Behavior Identification Checklist

32. Yellow Brick Road

ARTICLES:

1. Allman, Douglas G. et al "Early Identification of Developmental Strengths and Weaknesses in Preschool Children" Exceptional Children, Sept. 1979

2. Bagnato, Stephen J., Jr. et al "The Intervention Efficiency Index: An Approach to Preschool Program Accountability" Exceptional Children, Jan. 1980

3. Gray, Margie "Babies At Risk: Help is on the Way"

4. Hayden, Alice R. "Handicapped Children Birth to Age 3" Exceptional Children, Aptil, 1979

5. Mercer, Cecil D. et al "Early Identification: Issues and Considerations Exceptional Children, Sept. 1979

6. Merrill, Charles E. "Early Childhood Development for the 80's" Early Childhood Education

7. Meyen, Edward L. et al "A Perspective on the Unserved Mildly Handicapped" Exceptional Children, April, 1979

8. Raver, Sharon A. "Preschool Integration: Experiences from the Classroom" Exceptional Children, Fall 1979

SOME NEW HAMPSHIRE RESOURCE CENTERS:

Division of Mental Health and Developmental Services
Office of Public Education
Hazen Drive
Concord, NH 03301
(603)
contact person: Ellen Sheridan

The Developmental Disability Advocacy Center
2½ Beacon Street
Concord, NH 03301
(603) 228-0432
contact person: Donna Woodfin

The Early Childhood Special Needs Resource Library
Department of Education
Morrill Hall, University of New Hampshire
Durham, NH 03824
(603) 862-1730
contact person: Bruce Mallory, Ph.D., Program Coordinator

Parent Information Center
P.O. Box 1422
Concord, NH 03301
(603) 224-7005
contact person: Judy Raskin

The Region 9 Preschool Child Find Project has planned a training Conference for early childhood educators and specialists at the UNH-Memorial Union Building, Durham, NH, on September 17-19. Anyone can attend; however, for people living or working outside Special Education Region 9, there is a $5.00 fee to cover the cost of training materials.

The primary focus of this Conference is to train people who are in contact with children birth through 5 years of age on how to detect developmental problems. Training will include:

a. how to use two screening tools-- one for birth to 3 and one for 3-5 year old children;
b. normal and abnormal growth and development;
c. how to explain test results to parents;
d. how to determine when to use the various screening and assessment instruments;
e. neurodevelopmental assessment;
f. how to implement your own developmental screening; and,

on Thursday evening from 7-9:30, a panel of four pediatricians will discuss what pediatricians typically look for that may indicate a problem, how to help parents understand and accept a developmental problem and how to strengthen the medical/educational relationship once a diagnosis is confirmed.

For more information, please contact:

REGION 9 CHILD FIND

PRE-TEST QUESTIONNAIRE

No. ___ J

Please complete this Questionnaire before attending your first session and leave in boxes provided by exits. This information is important for the development of future training sessions. Thank you.

School District in which you work or live _____

1. Do you know how to use the Birth to 3 Developmental Scale? Yes_____ No_____

2. Do you know how to use the DIAL? Yes_____ No_____

3. Do the terms deviation and variation in development have the same meaning? Yes_____ No_____

4. When should the community awareness campaign for a screening begin? _____
_____

5. Do different purposes affect the selection of assessment instruments? Yes_____ No_____ Give one example_____

6. What is activity modulation?_____
_____
_____

7. Identify 3 of the 7 Stages of parental reaction to hearing their child may have a disability._____
_____
_____
_____

REGION 9 CHILD FIND

POST-TEST QUESTIONNAIRE No. ___ J-1

Please complete this Questionnaire after attending your 1st session and leave in boxes provided by exits. This information is important for the development of future training sessions. Thank you.

School District in which you work or live _____

1. Do you know how to use the Birth to 3 Developmental Scale? Yes_____ No_____

2. Do you know how to use the DIAL? Yes_____ No_____

3. Do the terms deviation and variation in development have the same meaning? Yes_____ No_____

4. When should the community awareness campaign for a screening begin? _____
_____

5. Do different purposes affect the selection of assessment instruments? Yes_____ No_____ Give one example_____

6. What is activity modulation?_____
_____
_____

7. Identify 3 of the 7 Stages of parental reaction to hearing their child may have a disability._____
_____
_____
_____

Please check the workshops you attended.

1. Birth to 3 _____
2. DIAL _____
3. Developmental milestones _____
4. Types of Assessment _____
5. Planning a Screening _____
6. Neurodevelopmental Assessment _____
7. "What do you mean...?" _____

Please answer:

1. What did you like most about the Conference?_____
_____
Least?_____

2. What suggestions do you have for a similar Conference?_____
_____

3. Do you feel you are better prepared to screen children? Yes_____ No_____
How?_____

* * * * * * * * * PRESS RELEASE - AS SOON AS POSSIBLE * * * * * * * * *

There will be a free Preschool Child Check for all children from 6 months through 5 years of age on Friday and Saturday mornings on October 16-17. It will be held at the:

Parents should enter the doors next to the preschool playground. These Child Checks are to doublecheck your child's healthy growth and learning development. Preschool educators, nurses and early childhood specialists will be observing children's play and learning skills through the use of a developmental screening test. This screening procedure will be conducted to identify special needs which may involve physical, emotional and/or mental development. An impairment in a child's vision, hearing and/or speech may affect a child's learning ability. All results will be kept confidential. Parents are encouraged and expected to participate in every part of this hour-long Child Check. If parents are not accompanying their child to the Child Check, then a parent's written permission for screening must be sent with the child.

A play and coffee area will be available. Appointments are required. Make an appointment by calling the Preschool Child Find office at:

Contact:

REGION 9 CHILD FIND PROJECT

R-40 MAIN ST

EXETER, NH 03833

PERMISSION FOR PHOTOGRAPHS

Dear _____,

In order to share information about the Region 9 Child Find Program, the staff would like to take pictures of _____ to be used for public relations/general information activities.

PURPOSE FOR PHOTOGRAPHS

Yes, I give my permission for photographs to be taken and/or used for the above purpose(s).

_____ _____

Signature Date

No, I do not give my permission for photographs to be taken and/or used for the above purpose(s).

_____ _____

Signature Date

REGION 9 PRESCHOOL CHILD FIND PROJECT AND SCHOOL DISTRICTS

ANNOUNCE

AREA CHILD CHECKS

FOR ALL CHILDREN BIRTH THROUGH FIVE YEARS

R9CF-15

Photo courtesy of the Kingstonian photographer - Molly Fischer

Suzanne Poliquin - Child Find Private Child

EARLY CHILDHOOD IS THE TIME WHEN CHILDREN DEVELOP SKILLS NECESSARY FOR A SUCCESSFUL SCHOOL EXPERIENCE. TO DOUBLE-CHECK YOUR CHILD'S HEALTHY GROWTH AND LEARNING DEVELOPMENT, COME TO YOUR LOCAL PRESCHOOL CHILD CHECK. IT'S FREE!

HAMPTON AREA	October 2-3 · 8 A.M. · 11 A.M. & 8 A.M. · Noon Hampton Falls Elementary School
EXETER AREA	October 16-17, 8:30 A.M. · Noon Region 18 Vocational Center Child Services Program
KINGSTON AREA	November 6-7, 8 A.M. · Noon Kingston Medical Center
EPPING AREA	November 13-14, 9 A.M. · Noon Epping Public Library

FOR MORE INFORMATION, CALL THE CHILD FIND OFFICE 642-4049.

MEMORANDUM

TO: Preschool Providers
FROM:
DATE: Parent Letter concerning Preschool Screenings
RE:

Please find attached a copy of a sample letter which is being sent to parents of elementary school-aged children in the . Each elementary school principal is tailoring this sample letter to meet the needs of his/her families.

I am asking you to support the Preschool Child Find Project's Area Child Checks by sending similar information home to your parents. This information can be in any form--letter, notice, poster, newsletters, parent meeting, etc. It is important that your information be received by parents 2 weeks to 10 days prior to your area's Child Checks. In addition to a developmental screening test, all children will receive vision and hearing screening. Please emphasize the Child Checks are for all children; not just those who are suspected of having a problem. We use the analogy of a yearly doctor's visit to ensure a child's healthy growth. For our records, I would appreciate a copy of the information you choose to send your parents. Your decisions may help other programs across New Hampshire in the coming years.

The Child Find office has large posters, of which you have a small copy. If you would like a poster or posters to put up in your school or community businesses, please call me. It is important that these posters are visible 2-4 weeks before each Child Check.

Enc. --Thank you for your time and cooperation!

SAMPLE PARENT LETTER

Dear Parents:

Area preschools, visiting Nurse Associations and parents are cooperating with the SAU Special Education Department and in a pilot project designed to locate unserved special needs children from birth through 5 years of age, living in the district which includes SAU _____. A screening procedure will be conducted to identify special needs which may involve physical, emotional and/or mental development. An impairment in a child's vision, hearing and/or speech may affect a child's learning ability.

If you have a child between birth and 6 years, mark your calendar to come to the Preschool Child Check on from at . Although I encourage you to take advantage of this free assessment, attendance is not mandatory. Preschool educators, nurses and early childhood specialists will be observing your child's play and learning skills through the use of a developmental screening test. There are three possible outcomes from this test: OK, rescreen in 6 months to one year or refer for more thorough testing. Your child's performance will be discussed with you and, if indicated, options for further testing will be reviewed. All information about your child will be kept confidential and will only be released to other professionals with your permission. Parents are encouraged to participate in all aspects of the screening process. There will be a play area and a coffee area with information about local preschool programs, services, names of local people to contact for follow-up information and a preschool growth chart for each parent. Appointments are required. Please make an appointment by calling the Preschool Child Find office between:

Any child living in the towns of , , is eligible. More information will be in local newspapers and on store posters. Please help us by telling other parents who have preschool children about this Child Check. For some children with identified problems, correction may be available, while for others, early intervention will help them meet the demands of school work. Please feel free to call if you have questions.

Sincerely,

Director/Principal

Child Find Radio Public Service Announcements

Spot #1--10 Seconds:

Attend your local Child Check for children from 3 months through 5 years to check their vision, hearing and development. It's Free! Call _____ for information and appointments.

Spot #2--20 Seconds:

Interested in having your preschool child's hearing, vision and development checked? Attend your community's free Child Check. Sponsored by your local school district and area preschool services. Appointments are required. Please call _____ to make appointments and for general information

SCREENING PROCESS

P

1. INTAKE: Children and parents (5 appointments and 4 walk-ins/hour for the DIAL), will enter through one door and register. Parents will be given a stapled packet including the DIAL protocol or the Birth-3 Profile sheet, parent questionnaire, permission to test form and a nametag for their child. They will be directed to the coffee area to complete the forms -- children with appointments will be taken to the playdough table after their nametags. Walk-in children will be directed to a separate play area. After forms are completed, children will be directed to an open station, usually gross motor, with their forms. Children will move from gross motor to fine motor to concepts and communication, in order. There will be small waiting areas at each station. All stations except gross motor will be double staffed. With this arrangement we can comfortably screen 10 3-5 year olds per hour. Two coordinators are also needed. After the DIAL, children will be directed to hearing and vision.
After the Birth to 3 childrens' forms are completed each child will be directed to a separate testing area. Two appointments and one walk-in can be seen each hour. The babies' hearing will be checked prior to testing, if possible.

2. ORIENTATION: While parents are filling out forms in the waiting area, either myself, a coordinator or someone especially scheduled for orientation will be available to answer parent questions and check to ensure nametags are on children and children are accompanied by their parents to their first station with completed forms.

3. DIAL As mentioned above, once all stations are filled, children will enter the DIAL process at the gross motor station. Either myself or someone from orientation will escort the child with parent and forms to gross motor, introduce the tester to the child, show the parent where to wait and then go back to the waiting area. When a child completes gross motor or any other station, that screener will give the child's forms to the parent and direct them to the next station. At the end of the 4 stations, a volunteer will escort the child and parent to hearing/vision. After hearing/vision, the child and parent will be asked to wait in the waiting area to be called by the coordinator, once the coordinator has reviewed the results.

4. VISION/HEARING All children will have their hearing checked -- 4-6 year olds will have vision checks. All results will be recorded on the front of the DIAL protocol or the Birth to 3 Profile sheet. No results will be given to "non-parents" unless a permission to release information form is with the child's forms. The vision/hearing, Birth-3 and the DIAL coordinators will keep a running list of results next to each child's name. Only the result/referral form will be filled out if a child is to be referred. If a parent wants a copy of the results or written result findings, the tester should make a note of this on the pad and the Child Find office will forward the information. If a sitter or relativ is accompanying the child, the tester will give a release form to be taken to the parent to be signed and returned to the Child Find office. An addressed envelope will be given as well.

5. BIRTH-3: Children up to age 36 months will be checked on a 1:1 basis. Results will be shared by the screener similar to the DIAL coordinators and nurses. Children falling below 3 months of age on any one area will be referred for further testing. If a child is borderline or if a child is having a difficult time with the situation a rescreen should be recommended. This also applies for older children. The Birth-3 screener will explain the results and the parent can leave.

6. DIAL COORDINATORS After the DIAL and hearing and/or vision the nurses will ask the parent and child to wait and will return the packet of results to the Coordinator. A volunteer or the parent will be asked to walk the results over to the Coordinator. Once the Coordinator has reviewed the results, he/she will call the parent and the child in for an explanation. The results and whether the parent would like to be mailed results are recorded and the packet is filed. Again, no results will be shared with a person without written permission from the parent or legal guardian. Only result/referral forms will be filled out for children who are referred. If a parent wants the results in writing or a copy of the results, the Coordinator will note this on his/her pad and the Child Find office will follow up.

7. RESULTS: OK -- this one should not be a problem.

RESCREEN -- Parents are to be told they will receive a notice in January, 1982, concerning times and location of the Spring rescreen. If parents have concerns and do not want to wait until Spring, give them the appropriate referral contact name and phone number and encourage them to call. If a parent asks for suggested activities he/she can do with their child, use your judgment by suggesting some basic "at-home" or "community" activities, i.e., field trips, cooking experiences, reading to their child, sand play, etc. If a parent wants a list of activity books, the Child Find office will mail them some suggestions -- please note this on your pad.
If a parent wants a copy of the screening results, tell them they will be mailed and make a note of this request on your pad.

REFER -- If a child is 3 months or below in one or more areas on the Birth to 3 Scale or low in Communications or 3 or more areas on the DIAL, the child will be recommended for further testing. A release of information form, filled out in duplicate. will be completed. The parent will receive the original. IMPORTANT -- MAKE SURE YOU LIST THE NAME OF THE SCHOOL OR AGENCY, FAMILY PHYSICIAN AND ANY OTHER PROGRAM/ PERSON WHO WILL BE RECEIVING THE TEST RESULTS. I CANNOT FORWARD THE RESULTS WITHOUT THESE SPECIFIC NAMES!!
THE CHILD'S DOCTOR WILL NOT RECEIVE THE COMPLETE TEST BUT A LETTER NOTIFYING HIM/HER OF THE REFERRAL. IF THE PARENT WANTS A COPY OF THE TEST MAILED, MAKE A NOTE ON YOUR PAD. The referral will be made by asking the parent to contact the appropriate program to arrange an appointment. The Child Find office will copy and mail the results. If the referring program does not hear from the parent within a few weeks, the program will contact the parent.
Again, the Region 9 Referral Process will be followed, i.e., the name of the Special Education contact and/or Meg Driscoll will be given to the parent with phone numbers.

Please call me if you have questions or concerns with this process. See you at the screening!

REGION 9 CHILD FIND PROJECT

PARENTAL PERMISSION FOR SCREENING
School Administrative Unit ____

Dates of Screening _____

In order to identify special educational needs, your School Administrative Unit in cooperation with The Richie McFarland Children's Center, Visiting Nurse Associations and area preschools, is conducting a screening of children from birth through 5 years of age. Your permission is required prior to testing.

The screening will consist of the following tests:

1. Birth to Three Developmental Scale and/or
2. Developmental Indicators for the Assessment of Learning
3. Vision and Hearing Screening

There are three possible outcomes to this test: 1. O.K.; 2. Rescreen in 6-12 months; 3. Referral for more thorough testing.

Your child's performance will be discussed with you upon completion of testing. All information about your child will be kept confidential and will only be released to other professionals with your permission.

I give my permission for my child _____
to receive the above described screening.

_____ _____
Signature Relationship to Child

_____
Date

Please check how you heard about the screening:

____ newspaper
____ letter
____ poster
____ friend
____ conference
____ other

CHILD FIND
SPECIAL EDUCATION
R-40 MAIN STREET
EXETER, NH 03833

Q-1

REGION 9 CHILD FIND
PARENT QUESTIONNAIRE

CHILD'S NAME_____ PHONE_____ ADDRESS_____
PARENT'S NAME_____ BIRTHDATE_____ BROTHERS and/or SISTERS(names,ages)_____

PREGNANCY:
FULL TERM____YES____NO. If NO, how many weeks?____. YOUR HEALTH DURING PREGNANCY(any bleeding, medications, illness,etc)_____. LABOR(hours)_____
(medication)_____(other)_____
Did you or your baby have any problems, such as respiratory, etc.?_____
Birth weight of your child_____

YOUR CHILD'S PERSONAL HISTORY: please describe and give age._____
EYES(any infections, recent eye check, glasses, medication, etc.)_____
EARS(tubes, chronic ear infections, medication, etc.)_____
TEETH(problem with cavities, etc.)_____
CHRONIC ILLNESS(asthma, ear infections, heart, diabetes, etc.)_____
SEIZURES(length, severity, medication, etc.)_____
DISEASES(measles, mumps, etc., any complications?)_____
IMMUNIZATIONS(up-to-date?)_____
OPERATIONS(reason)_____
ACCIDENTS(describe injury, such as blow to the head)_____
Was child hospitalized as a result of an accident?_____

RGCF-20

DEVELOPMENTAL MILESTONES: RESPONDED APPROPRIATELY TO: Wave bye-bye____; patty-cake____;other____
SAT-UP ALONE_____WALKED ALONE_____USED 2 WORDS TOGETHER_____

DOCTOR_____MEDICATION(child is on currently or has been on sporadically)_____
PRESCHOOL EXPERIENCE____YES____NO. NAME OF SCHOOL_____
HAS YOUR CHILD HAD OTHER SCHOOL TESTING OR MEDICAL TESTING OTHER THAN REGULAR HEALTH CHECK-UPS AND IMMUNIZATIONS?_____
_____

INFORMATION GIVEN BY_____DATE_____RELATIONSHIP TO CHILD_____
IF YOU HAVE OTHER INFORMATION YOU WOULD LIKE TO SHARE, PLEASE USE THE BOTTOM OF THIS QUESTIONNAIRE AND THE BACK PAGE._____
_____
_____
_____
_____
_____
_____

RELEASE OF SCREENING RESULTS

SCHOOL ADMINISTRATIVE UNIT _____

DATE(s) OF SCREENING _____

RESULTS:

HEARING: _____ OK: _____ RESCREEN: _____ REFER FOR ADDITIONAL TESTING: _____

VISION: _____ OK: _____ RESCREEN: _____ REFER FOR ADDITIONAL TESTING: _____

DEVELOPMENTAL SCREENING: TEST ADMINISTERED _____
OK: _____ RESCREEN: _____ REFER FOR ADDITIONAL TESTING: _____

REFERRAL:

I GIVE MY PERMISSION FOR _____ RESULTS TO BE RELEASED TO THE FOLLOWING:

_____ _____ _____
signature of parent relationship to child date

SCHOOL DISTRICT _____

_____

PHYSICIAN _____

CHILD CARE PROVIDER _____

OTHER _____

FOLLOW-UP:

PLEASE CALL YOUR SCHOOL DISTRICT OR CENTER REPRESENTATIVE, _____,

PHONE _____ AS SOON AS POSSIBLE TO SCHEDULE AN APPOINTMENT FOR ADDITIONAL TESTING.

REGION 9 CHILD FIND

REFERRAL PROCESS

REFERRAL/APPOINTMENT FOR SCREENING

-Any agency, school, program or parent may refer a child between the ages of birth and 5 years of age to the Child Check scheduled for the towns in which the child lives.
-The parent or service provider may call the Child Find office to schedule an appointment. Appointments are not required but recommended.
-The decision by a parent to bring his/her child to the free developmental screenings is voluntary.

REFERRAL FOR SCREENING FOLLOW-UP

Children from birth to 3 years

-A written referral for more in-depth testing will be made to The Richie McFarland Children's Center or, if the parent prefers, to another facility.
-Written notification of this referral will be sent to the child's physician and the school where the child would attend.

Children from 3-5 years

-A written referral for more in-depth testing will be sent to the school where the child would attend.
-Written notification of this referral will be sent to the child's physician and the Exeter/Seacoast Early Childhood Program.

PARENT INFORMATION AND CONSENT

-No screening test will be administered or referral made without the full, written consent of the parent or legal guardian.
-Parents attending the Child Check will be asked to complete a Parent Questionnaire and sign permission to test and release of information forms.
-All information is confidential and will be filed in the SAU in which the child lives.

SCREENING FOLLOW-UP

-The Region 9 Child Find Coordinator will contact the agency or school district to whom the child was referred for diagnostic evaluation. A screening follow-up report including the number of children referred, number receiving diagnostic testing, etc., will be completed at the end of the Region 9 Child Find Project, January, 1982.

For further information, contact

Region 9 Child Find
R-40 Main Street
Exeter, N.H. 03833
(603)642-4049

TIME: _____

SCREENING ASSIGNMENTS

TIME	gross motor	find motor	concepts	communicat.	coordinator	coordinator	birth-3	birth-3	hear/vision	play/greet	re-fresh.
3:00 am to 9:00 am											
9:00 to 10:00 am											R9CF-22
10:00 to 11:00 am											
11:00 to Noon											

PARENT EVALUATION OF THE REGION 9 CHILD FIND PROJECT

****

Part I.

Please circle the number that most closely represents your opinion:

	strongly disagree 1	2	3	4	strongly agree 5
1. Overall, my experience at the Child Check was positive.					
2. Overall, my child's experience at the Child Check was positive.					
3. I liked the manner in which myself and my child were greeted and provided directions.					
4. Information provided me was helpful in understanding my child's general level of development.					
5. I understand who to contact if I have questions.					
6. The waiting time was reasonable.					
7. I was pleased with the interactions between myself and the screeners.					
8. By accompanying my child through each area: -he/she was more comfortable; -I more clearly understood the testing procedures; -I was able to ask each screener questions concerning the test items; and -I learned more about what my child can co.					
9. Test results were clearly explained and my questions answered with care.					
ANSWER IF YOUR CHILD WAS REFERRED FOR ADDITIONAL TESTING: 10. I understood why my child was being referred and who I should contact for an appointment.					
11. My contacts with the testing agency/school district has been satisfactory.					

Part II.

Recommendations:

1. I would change the testing times. Yes_____No_____. If Yes, when?_____

2. I would change the testing location. Yes_____No_____. If Yes, where?_____

3. I would change the way in which families are informed of the Child Check.Yes___No___
   Identify_____.I heard of the Child Check through_____

4. I would schedule the Child Check for another time during the year. Yes_____No____
   If Yes, when?_____

5. Other Comments_____

****

Town_____ Age of my child_____

Signature (optional)_____ Date_____

PLANNING COMMITTEE EVALUATION
OF THE
REGION 9 CHILD FIND PROJECT

T-1

I. TRAINING PROCESS:

WORKSHOP LIST

DIAL
BIRTH-3
DEV. MILESTONES
TYPES OF ASSESSMENT
NEURODEV. ASSESSMENT
"SOMETHING IS WRONG...?"
PLANNING A SCREENING

1. Were the workshops helpful in improving your screening skills?
YES_____ NO_____
knowledge of developmental milestones?
YES_____ NO_____

2. Which was the most important session?_____

least important?_____

3. Which session(s) should be repeated for retraining purposes on an annual basis?_____

_____

4. Which session(s) should be deleted from future retraining efforts?

_____

5. Which topics need more in-depth coverage?_____

_____

6. Identify topics for future workshops not covered by the Project Conference._____

_____

7. Retraining sessions should be provided:

_____ at a largescale conference

_____ at local workshops

_____ on a weekday

_____ on a Saturday

_____ half-day sessions

_____ 1-2 hour sessions

_____ other, please specify_____

_____

II. PLANNING PROCESS:

1. Were 4-5 planning meetings enough? YES_____ NO_____. If no, how many more were needed?_____

2. Would you change the time of year for planning Child Checks? YES_____NO_____ If Yes, when?_____

3. Were typed agendas in worksheet form helpful? YES_____ NO_____

III. SCREENING PROCESS:

1. Would you recommend a change in location for future Child Checks?
   town YES_____ NO_____ If yes, where?_____
   site YES_____ NO_____ If yes, where?_____

2. Would you recommend a change in days and times?
   days YES_____ NO_____ If yes, which day(s)?_____
   times YES_____ NO_____ If yes, which times?_____

3. Was there enough staff to screen the children? YES_____ NO_____
   If No, at what stations would you increase staff?_____

4. What stations would you add or delete? (more play areas, waiting, etc.)

   _____

5. Should walk-ins with appointments be continued? YES_____ NO_____
   appointments only YES_____ NO_____
   walk-ins only YES_____ NO_____

6. Do you need additional and/or different materials for future Child Checks?
   Please list_____

7. Was the screening instrument you used appropriate? YES_____ NO_____
   -which instrument did you use?_____
   -would you recommend a different instrument? YES_____ NO_____
   describe_____

IV. REFERRAL/FOLLOW-UP PROCESS:

1. Did children referred for follow-up testing receive appropriate services? YES_____ NO_____

2. Identify any problems you had with referrals._____

3. I understand the Region 9 Child Find referral process. YES_____ NO_____
   If no, what information should be made more clear?_____

   _____